

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

_____ 1 Elementary schools (includes K-8)
 _____ Middle/Junior high schools
 _____ 1 High schools
 _____ K-12 schools
 _____ **2 TOTAL**

2. District Per Pupil Expenditure: 17941

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☐ Small city or town in a rural area
☒ Rural

4. 2 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	8	9	17
K			0	7	11	8	19
1			0	8	7	11	18
2			0	9	15	3	18
3			0	10	10	13	23
4			0	11	13	14	27
5			0	12	11	10	21
TOTAL STUDENTS IN THE APPLYING SCHOOL							143

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ % Black or African American
 _____ 3 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 96 % White
 _____ 1 % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 1 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	2
(4)	Total number of students in the school as of October 1.	153
(5)	Total transferred students in row (3) divided by total students in row (4).	0.013
(6)	Amount in row (5) multiplied by 100.	1.307

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 5

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 74

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 20 %

Total Number of Students Served: 29

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>14</u>	<u> </u>
Special resource teachers/specialists	<u>5</u>	<u> </u>
Paraprofessionals	<u>5</u>	<u> </u>
Support staff	<u>3</u>	<u> </u>
Total number	<u>28</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 8 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	96%	95%
Daily teacher attendance	97%	95%	96%	96%	95%
Teacher turnover rate	3%	6%	3%	6%	9%
Student dropout rate	1%	0%	0%	0%	2%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>25</u>	
Enrolled in a 4-year college or university	<u>40</u>	%
Enrolled in a community college	<u>20</u>	%
Enrolled in vocational training	<u>8</u>	%
Found employment	<u>24</u>	%
Military service	<u>8</u>	%
Other (travel, staying home, etc.)	<u> </u>	%
Unknown	<u> </u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Highland High, the only high school in Virginia's smallest school division, serves the Highland County community situated in the valley known as "Virginia's Little Switzerland". Highland High was organized in 1963 when the high school students moved from the old Monterey High School into the present building. There were twelve members of faculty and a student body of 190. The first graduating class had 19 members. In the present, Highland High has not changed much: a body of 143 students, grades six through twelve, is served by twenty-two teachers.

Highland High believes that the purpose of an education is to prepare students to be responsible and creative citizens in their homes, at school, and in their community. Teachers are committed to helping students develop their talents and identify their limitations so that they may be better able to make informed decisions throughout their lives. Highland High encourages a cooperation and mutual respect between every student, teacher, administrator, and community member.

Many of Highland High's students are descendants of families who have been in Highland County for generations. Others are part of families who have relocated to the area for various reasons. More than half of Highland High students share a low, socio-economic background—52 percent of them qualify for free or reduced lunches. The most challenging aspect of education at Highland High is its geographic isolation. Highland County's location in the heart of the Appalachian Mountains prevents many of the students from gaining exposure to other cultures and opportunities. To alleviate the effects of this isolation, Highland High developed a technology facility called the Distance Learning Lab, which includes wireless classrooms and allows students to experience curriculum from other institutions like Blue Ridge Community College and Virtual Virginia. Providing students with the best possible opportunities despite geographic limitations is an essential component of education at Highland High.

Highland High's unique strengths and accomplishments make it a worthy choice as a Blue Ribbon School. The low student to teacher ratio of Highland High creates a close-knit community. Students' names and needs are known by most teachers before they even enter the high school, and they receive individual attention when they are struggling. This focus on individuals is the reason Highland High consistently achieves AYP and also explains why the dropout rate has been less than two percent of the student population since 2003.

Highland High is the center of this small agrarian community. Many organizations take advantage of the building for meetings and recreational events. The Lions Club holds its monthly meetings in the cafeteria. The Recreation Department utilizes the gym on Saturdays and the Highland County Fair takes advantage of multiple school facilities at the beginning of every school year. In March, the school becomes the center for the county's annual Maple Festival. All students in grades six through twelve participate in some way to help the school and many community organizations in their fund raising efforts. In return, the school welcomes parent and community volunteers who serve as assistant coaches, tutors, and boosters for Highland High's music and sports programs. The symbiotic relationship between the school and community makes Highland High an amazing place for students to learn and grow.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

There are several data trends worth noting in Highland High School's Standards of Learning test scores in math and reading for the past five years. To meet state assessment levels in Virginia, a school must score over seventy percent in math and reading/writing. Adequate Yearly Progress (AYP) is also taken into account as a factor of school success. Highland High has always made Virginia state accreditation and AYP. The percentile needed to pass each test is 400, with 500 being considered advanced. However, the goal of Highland High students is the perfect score—600.

<https://p1pe.doe.virginia.gov/reportcard/report.do?division=45&schoolName=1074>

Sixth through eighth grade math scores have seen the most change over a five-year time period and may be a result of implementing math tests to sixth and seventh grades beginning in 2006. Test scores in sixth through eighth grade math have risen since then, as is evident in last year's higher scores. Much of the improvement in sixth through eighth grade math scores is due to the newest math teacher, Sue Cornelius.

Cornelius incorporated a hands-on approach to learning and gave at-risk students extra remediation during the school day to improve standardized test scores. She also created "spiral review" tests on the school's testing network, Interactive Achievement, and used data from these tests to locate weaknesses in student achievement.

Ninth through twelfth grade math scores were consistently high over the past five years in the subjects of Algebra I, Algebra II, and Geometry. Highland High School attained an incredible score of 100 percent passing in all three subjects last year with the use of data, pacing guides and improved discipline policies.

Highland High has constantly succeeded in sixth through eighth reading/writing over the past five years. Most scores were in the upper eighties and lower nineties and peaked last year in grades seven and eight. Highland High's Independent Reading Program, which requires students to carry a reading book to all classes during the school day, is one of the best reading programs in the state of Virginia. Students are required to read their book during any down time, such as after tests or quizzes.

Ninth through twelfth grades are tested for reading and writing in grade eleven in Virginia public schools and must pass both Standards of Learning test to graduate. The average passing rate of eleventh grade reading was 94 percent for the last five years, while the high school's largest subgroup—socio-economically disadvantaged—had 100 percent passing in three of those five years.

Highland High School has a very high level of students labeled as socio-economically disadvantaged. Over 52 percent of Highland High's students receive free or reduced lunch, and the entire school is located in an isolated, rural Appalachian region of Virginia—it is the most rural county in the state of Virginia. These factors, however, do not inhibit Highland High's teachers and students from striving for excellence.

Highland High attained excellence in all subject areas because of several changes in instruction last year. The new administration team implemented mandatory benchmarks, pacing guides, and technology based instruction. The use of data to improve instruction became the driving force behind all decision making for instruction. Because of these changes in instruction techniques, individual student subgroups improved their scores as well.

2. Using Assessment Results:

Highland High utilizes data on a regular basis to ensure success in all subject matters. Before the school year begins, teachers dissect all released data in their subject matter as provided by the Virginia Department of Education. Each teacher examines his/her data by question to determine strengths and weaknesses. Teachers are given two different colored highlighting markers, one orange and one green. The orange marker is used to highlight all categories that his/her students scored below seventy percent in a particular category or question. The green highlighter is used to highlight all questions or categories that his/her students scored over ninety percent on the previous years' SOL test.

Highland High (6-12) teachers evaluate previous SOL scores of incoming students to determine which students are at-risk or have struggled in their subject area in previous years. This will also determine seating order for classrooms as "at-risk" students are seated at the front of classrooms, especially at the middle school level.

By utilizing a key concept, "The Eight Step" method, Highland teachers use a computer database to create questions that mirror the actual SOL test their students will take in March. Teachers are encouraged to give short assessments after each standard they teach. The data from this assessment is then evaluated to determine if the students have mastered the standard they are covering.

Benchmark testing is performed in all subject areas twice a school year. The first assessment is issued at the end of the first semester and covers about sixty percent of the standards taught during the first semester. The second benchmark is administered at the end of April and is designed to mirror the exact number of questions for each SOL test, and it will also mirror the SOL Blueprint that indicated the number of questions on the SOL test.

3. Communicating Assessment Results:

Highland High School communicates Standards of Learning results to students each school year as released by the Virginia Department of Education. All students' Standards of Learning test results from the previous school year are sent home with first-quarter report cards. These test results include a thorough explanation of each child's scores, and what level of comprehension they have in each subject matter. Parents are also encouraged to contact school administrators if they have any questions pertaining to their child's Standards of Learning test results. Eighth grade students participate in the Stanford Nine test; these test results are then shared with parents through a school mailing.

Parents of students who struggle in certain subject areas are notified at the beginning of the school year that their child will receive extra remediation during the school year, based on data from the previous year's Standards of Learning test.

All schools' standardized test results are released to the public via a school board meeting in June. The media is given all standardized test results, which is printed in the local papers and announced on the local radio station. The school state report card, which is provided by the Virginia Department of Education, is posted on the school website for access to all shareholders.

Another important standardized test result that is shared with parents is their child's two benchmark tests that are taken during the school year. The first benchmark is taken after the first semester, which covers sixty percent of the state standards being tested in that subject area. The second benchmark occurs at the end of April, and this test mirrors the same number of questions on the actual Standards of Learning test. The results are shared with all parents who then can provide additional help at home if the student is at risk.

4. **Sharing Success:**

Highland High School is proud to share the methods of hands-on instruction, data analysis, and high expectations setting for students to any school system that could use assistance in improving instruction or standardized test scores. Over the past two years, Highland High has been proud to share instructional methods with other rural schools in both Virginia and West Virginia. Instructional methods have also been shared with similar, rural Appalachian high schools in southwestern Virginia desiring to improve their Standards of Learning scores.

Highland High has a written plan of instruction that is shared with several schools and school leaders will continue to share it with any school that could benefit from this instructional program. Highland High also requires teachers to use pacing guides that are fully aligned in each Standards of Learning subject, grades six through twelve. Highland High would be honored to share pieces of these pacing guides to aid schools that are below federal standards in English, math, science, and social studies.

Highland High would also welcome teachers, staff, or administrators from other schools to visit its wonderful school. School leaders would be glad to share their data analysis strategies, as well as give personal demonstrations on how to use the visiting schools' data to improve their standardized test scores. Guests would also be allowed to observe our teachers at work in their classrooms to gain a better understanding of what has worked to give Highland High School its success.

Visiting schools would also be able to witness our extensive remediation program and the methods of hands-on teaching responsible for our school's jump in standardized test scores. The teachers at Highland use technology on a regular basis, and would be glad to share these resources.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Highland High School's small size allows teachers to coordinate pacing guides and easily plan cross-curricular lessons using vertical and horizontal teaming. For example: when students in social studies classes do research, the language arts teacher might focus on writing, or when students in science are collecting and analyzing data, the math teacher might present a lesson on graphing or using the metric system. Teachers meet frequently to discuss student strengths and weaknesses across the curriculum and share strategies to increase individual student achievement.

Teachers have been trained in using research-based, data driven methods to assess students' needs and to tailor instruction accordingly. They enrich and enhance learning through the use of hands-on activities, Smart Boards, computers and small groups. Teachers bring a variety of strategies to their classrooms. They are trained in Multiple Intelligences, Bloom's Taxonomy, learning styles, Anticipatory Sets, differentiation, Reading Across the Curriculum and the use of a variety of electronic media for delivery of instruction. Teachers also offer after-school remediation sessions to ensure that all students have multiple, appropriate opportunities to engage in learning.

Because Highland County's population is so small, teachers know students personally. This allows them to focus on pushing students to achieve inside and outside of the classroom, keeping standards high for all. Students gain problem solving skills as they participate in real-life learning and work studies. Teachers also know most parents by their first names. This promotes teamwork between family, school and community.

CORE CONTENT

High school students may choose to accelerate their learning through dual enrollment, independent studies, or Virtual Virginia classes.

The math curriculum is focused on data analysis and problem solving skills. Seventh graders study pre-algebra and students who are ready may choose to take algebra in the eighth grade. In addition to Algebra I and II, and geometry, students may take pre-calculus, calculus, statistics, business math and accounting.

The language arts curriculum focuses on integrating reading, writing, speaking and listening. There is an emphasis on teaching students to be savvy consumers of electronic media. A student may choose to pursue AP or dual enrollment courses through Virtual Virginia or the Virginia Community College System.

The science curriculum is focused on hands-on learning and data driven decision making. Middle school students maintain an outdoor wetland classroom and are raising brook trout for release into county streams. Course offerings include life science, physical science, biology, ecology, chemistry and advanced biology. Students may also choose to pursue advanced, AP level or college courses in the virtual learning lab. The agriculture teacher also offers some hands on sciences for students who are interested in that field of study.

Students in social studies classes are focused on becoming active and responsible citizens. In the middle school, students study U.S history, civics and geography. Seventh grade students complete a day of service each year. In the high school, students build their knowledge of local and world governments and cultures and participate in field trips that allow them to see government in action. Students are required to attend local government meetings and read and report on current events. In the twelfth grade, students conduct a mock trial which allows them to experience the judiciary system first-hand.

A visual arts teacher and music teacher offer opportunities to all middle school students to spend time in the

arts. At the high school level, students may choose to take band or art for credit. The band performs at many local functions and the art students have created several large murals that decorate the sports facilities. Students also present an art show and a concert to the public at the end of every year.

Spanish is the only language offered in-house, but students may begin study of that language as early as sixth grade. In grades 8-12, students may choose to take other languages via Virtual Virginia. Students at the high school have successfully completed virtual courses in French, Latin and Chinese.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

Highland High School's English language curriculum reflects the importance of 21st century communication. Highland expects its students to master the fundamental literacy skills of reading, writing, listening, speaking, viewing, researching, and producing media, which align with Virginia's Standards of Learning. English language teachers, grades 7 – 12, and the library media specialist at Highland High have collaboratively designed a vertical plan of instruction for each grade that builds upon previous learned student knowledge. This instructional plan, along with astute communication between teachers concerning assessments and evaluations, help assure that each student is progressing in the varied domains of language arts.

Reading is vital to Highland High's educational culture. Since 1992, students have embraced a school-wide Independent Reading Program that requires all students—from readers below grade level to those in Advanced Placement courses—have a self-selected, pleasure-reading book with them at all times. Students are expected to be reading “while they wait”; this provides multiple opportunities for students to practice reading at their own instructional levels. All English classes schedule bi-monthly lessons in the library (much like in elementary schools), and teachers try to set aside ten minutes for daily reading that culminates in accountability such as Accelerated Reader quizzes to multimedia presentations. Notably important is that all Highland teachers—be they English, Spanish, or carpentry—hold the same reading expectations for their students.

Highland faculty is committed to improving its professional knowledge in literacy instruction. In Fall 2009, Highland High teachers across content areas of English, history, science, Spanish, special education, and business earned 3 University of Virginia credit hours from a course titled, Reading Instruction K12 Teachers (PSED6500), that was offered at our school. Highland High enriches literacy with annual visits to the American Shakespeare Theatre and arranging for productions like Edgar Allan Poe Comes Alive.

3. Additional Curriculum Area:

An increasing emphasis on data analysis drives the mathematics curriculum at the secondary level. Instruction is organized around the Virginia Standards of Learning and the standards of the National Council for Teachers of Mathematics. Students in grades 6-12 take a variety of courses, ranging from Sixth Grade Math to Calculus, and we also have three students who have been accepted and are participating as Virginia Aerospace Science and Technology Scholars. This allows them to receive four college credits in mechanical engineering, through Nelson Community College. Because of the importance of community, particularly in a small school, we are working to build a relationship with James Madison University. As a part of this partnership, a group of geologists, students, and other professionals recently visited—interested in starting a rocketry program. At Highland it is not enough for students to be taught the material contained in the standards. Students experience it in a way that is relevant to their lives. In our community, this means it is often tied to agricultural work and business. Smart Boards in every math classroom allow students to have hands on opportunities to manipulate equations and analyze data. Students actively participate in activities, including labs, which allow them to not only collect data but to practice using sound mathematical reasoning to identify and prove connections. Discussion is encouraged to facilitate the reasoning process through collaboration and to encourage students to discover salient pieces of knowledge for themselves, therefore

making it more meaningful. Our curriculum intentionally prepares students to be successful competitors in whatever their post-graduate endeavors might be.

4. Instructional Methods:

Students at Highland High are presented with many avenues for learning. Because the student population is not ethnically diverse, differentiation is based on student learning styles and rates. Teachers in the school use pre-tests to assess student readiness. Highland's small size allows easy access to gifted and remedial education specialists who help address individual student learning needs.

This can happen in several ways. Teachers regularly use benchmark tests and collect data to plan for student learning. Students who are not making gains are placed in small groups for more individualized instruction. These groups may meet during or after school. Every class with special-needs students also has an aide or special education specialist who monitors student progress and helps the classroom teacher adjust for differences. Students who achieve above benchmarks often work with the Gifted Education teacher while the other students review.

Highland High also has a thriving virtual learning community, and advanced students may choose to take AP and dual enrollment classes online. Many students in last year's graduating class started their college careers with an extensive portfolio of college credits. Students may also choose to learn through a self-designed program of independent study.

Another individualized opportunity for students is the Independent Reading Program. All students must have a self-selected pleasure-reading book with them at all times. This provides multiple opportunities for students to practice reading at their own instructional levels. English teachers hold all students accountable for this reading.

Our small size is a also big asset to individualized learning. Teachers know each student by name and many students sit in the same classes for several years in a row. Teachers and parents communicate frequently. This collaborative community keeps kids from falling through the cracks.

5. Professional Development:

Teachers and support staff at Highland High have received many forms of staff development over the past five years. Each year several teachers have been attending The National Teacher Training Institute (NTTI), which is sponsored by WVPT, our local Public Broadcasting Station. While there, they have learned how to integrate technology into their classroom instruction and earned technology resources for their classrooms. Highland teachers have also attended the Virginia Society for Technology Education (VSTE) Conference to learn about integrating technology as well.

Highland Schools have hosted several very well known Virginia consultants for teacher/staff development. These consultants specialize in helping divisions improve their instruction to meet student needs and raise student achievement. Dan Mulligan, of Simply Achieve, and Paula Brown, from Hampton City Schools, have presented workshops for staff that provided teachers with many instructional practices, which in turn have raised student achievement.

A large number of Highland High teachers have taken part in James Madison University's (JMU) Standard of Learning Content Teaching Academy, which is offered each summer in a variety of content area subjects, focusing on improving content area achievement.

In the past three years, English and math teachers have participated in staff development courses from the Curry School of Education at the University of Virginia. This past year, all English, social studies, and special education teachers participated in a three hour course on improving reading in the classroom. This course has

enabled Highland teachers to help their students improve their individual reading skills, while incorporating new methods to improve reading comprehension.

Teachers and staff have been trained to use technology to improve instruction in their classrooms. The most important training they have received was through Interactive Achievement, which is a test generating system. Interactive Achievement also generates data useful to teachers.

6. School Leadership:

The principal for Highland High School is Mr. Kelly B. Wilmore, beginning his second year at Highland County Public Schools. Mr. Wilmore has nearly twenty years of experience in education as a teacher, coach, and administrator. Mr. Wilmore has taught at all three levels of education, and started his administrative career six years ago in Rockbridge County Schools. There he was nominated for the John Marshall award for middle school social studies teachers in the state of Virginia, where all 104 of his students passed their civics test.

When Mr. Wilmore became the principal of Highland High in 2008, he replaced the long time principal, Randy Hooke. Mr. Wilmore and his staff implemented new discipline measures, which resulted in a significant drop in discipline problems, and allowed teachers to spend more quality time teaching.

Mr. Wilmore also required teachers to submit pacing guides, analyze test data by question and category, and label at-risk students according to past test scores. A school academic calendar was established in which teachers submit the standard they are covering, which can be re-covered in exploratory classes or in a cross-curriculum manner. Benchmark testing was also implemented on a biannual basis, and mandatory remediation was put in place to ensure success for all students, especially those in the reduced/free lunch program.

Mr. Wilmore is in charge of all academic endeavors of the school, and regularly consults with teachers about various student assessments as labeled in the “Eight Step” process, which requires a small assessment quiz for each standard taught. Mr. Wilmore also requires study guides to be sent home, as well as calls made to parents about the upcoming Standard of Learning test their child will take. “Test talks” are given by teachers and Mr. Wilmore to encourage students with low esteem.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: Geometry

Edition/Publication Year: End-of Course

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	92	75	82	73
% Advanced	41	33	7	27	4
Number of students tested	27	24	28	22	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	90	67	67	41
% Advanced	50	20	9	17	8
Number of students tested	10	10	12	12	12
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
White	100	92	75	81	73
% Advanced	38	33	7	29	4
Number of students tested	26	24	28	21	26

Notes:

Since the high school is composed of only 143 students, numbers in subgroups with less than 10 students are included because one student makes up a large percentage of the overall group.

Subject: Mathematics

Grade: 11

Test: Algebra 2

Edition/Publication Year: End-of-Course

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	77	82	59	74
% Advanced	44	23	6	12	16
Number of students tested	16	13	17	17	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
White	100	77	81	59	74
% Advanced	44	23	6	12	16
Number of students tested	16	13	16	17	19

Notes:

Since the high school is composed of only 143 students, numbers in subgroups with less than 10 students are included, because one student makes up a large percentage of the overall group. Other numbers not included represent a lack of students for that particular subgroup.

Subject: Reading
Edition/Publication Year: 2003

Grade: 11 Test: Standards of Learning
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	93	96	96	85
% Advanced	65	52	58	60	21
Number of students tested	20	29	26	25	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		100			64
% Advanced		54			8
Number of students tested		13			11
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
White	100	93	96	96	85
% Advanced	65	52	60	60	21
Number of students tested	20	29	25	25	34

Notes:

Since the high school is composed of only 143 students, numbers in subgroups with less than 10 students are included, because one student makes up a large percentage of the overall group. Other numbers not included represent a lack of students for that particular subgroup.

Subject: Mathematics
Edition/Publication Year: 2003

Grade: 6 Test: Standards of Learning
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	
SCHOOL SCORES					
% Proficient plus % Advanced	93	53	63	33	
% Advanced	36	24	13	5	
Number of students tested	14	17	16	21	
Percent of total students tested	82	100	100	100	
Number of students alternatively assessed	3	0	0	0	
Percent of students alternatively assessed	18	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced				20	
% Advanced				0	
Number of students tested				10	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	83	56	63	35	
% Advanced	28	25	13	7	
Number of students tested	14	16	16	20	

Notes:

In 2004-2005, sixth graders were not tested; therefore, there is no data for that year.

Subject: Reading

Grade: 6

Test: Standards of Learning

Edition/Publication Year: 2003

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	
SCHOOL SCORES					
% Proficient plus % Advanced	93	76	94	90	
% Advanced	36	18	31	48	
Number of students tested	14	17	16	21	
Percent of total students tested	82	100	100	95	
Number of students alternatively assessed	3	0	0	10	
Percent of students alternatively assessed	18	0	0	5	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced				90	
% Advanced				30	
Number of students tested				10	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	93	75	100	90	
% Advanced	36	19	33	50	
Number of students tested	14	16	15	20	

Notes:

In 2004-2005, sixth graders were not tested; therefore, there is no data for that year.

Since the high school is composed of only 143 students, numbers in subgroups with less than 10 students are included because one student makes up a large percentage of the overall group.

Subject: Mathematics

Grade: 7

Test: Standards of Learning

Edition/Publication Year: 2003

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	
SCHOOL SCORES					
% Proficient plus % Advanced	80	65	61	58	
% Advanced	40	24	22	23	
Number of students tested	15	17	23	26	
Percent of total students tested	83	100	100	100	
Number of students alternatively assessed	3	0	0	0	
Percent of students alternatively assessed	17	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			50	60	
% Advanced			8	20	
Number of students tested			12	15	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	80	69	59	56	
% Advanced	40	25	18	20	
Number of students tested	15	16	22	25	

Notes:

in 2004-2005 seventh graders were not tested; therefore, there is not data from that year.

Since the high school is composed of only 143 students, numbers in subgroups with less than 10 students are included because one student makes up a large percentage of the overall group.

Subject: Reading
Edition/Publication Year: 2003

Grade: 7 Test: Standards of Learning
Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	
SCHOOL SCORES					
% Proficient plus % Advanced	100	71	86	80	
% Advanced	60	29	35	23	
Number of students tested	15	17	23	26	
Percent of total students tested	83	100	96	100	
Number of students alternatively assessed	3	0	1	0	
Percent of students alternatively assessed	17	0	4	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			83	67	
% Advanced			26	13	
Number of students tested			12	15	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	75	86	80	
% Advanced	60	31	36	24	
Number of students tested	15	16	22	25	

Notes:

In 2004-2005, seventh graders were not tested; therefore, there is no data for that year.

Since the high school is composed of only 143 students, numbers in subgroups with less than 10 students are included because one student makes up a large percentage of the overall group.

Subject: Mathematics

Grade: 8

Test: Standards of Learning

Edition/Publication Year: 2003

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	86	85	88	80
% Advanced	60	23	41	16	20
Number of students tested	5	22	27	25	30
Percent of total students tested	83	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	17	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			80	80	92
% Advanced			33	20	42
Number of students tested			15	10	12
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
White		86	85	88	90
% Advanced		24	38	16	33
Number of students tested		21	26	25	30

Notes:

Since the high school is composed of only 143 students, numbers in subgroups with less than 10 students are included because one student makes up a large percentage of the overall group.

Subject: Reading

Grade: 8

Test: Standards of Learning

Edition/Publication Year: 2003

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	94	82	92	85	77
% Advanced	38	36	22	19	20
Number of students tested	16	22	27	26	30
Percent of total students tested	94	92	100	100	97
Number of students alternatively assessed	1	2	0	0	1
Percent of students alternatively assessed	6	8	0	0	3
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced			93		83
% Advanced			19		17
Number of students tested			15		12
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
White	94	81	92	85	77
% Advanced	38	38	23	19	20
Number of students tested	16	21	26	26	30

Notes:

Since the high school is composed of only 143 students, numbers in subgroups with less than 10 students are included because one student makes up a large percentage of the overall group.

Subject: Mathematics

Grade: 9

Test: Algebra I

Edition/Publication Year: End-of-Course

Publisher: Pearson

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	100	93	74	100
% Advanced	23	11	29	17	29
Number of students tested	31	19	28	23	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100		100	100	100
% Advanced	26		20	30	8
Number of students tested	19		10	10	12
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
White	100	100	90	74	100
% Advanced	20	11	29	17	30
Number of students tested	30	18	28	23	27

Notes:

Since the high school is composed of only 143 students, numbers in subgroups with less than 10 students are included, because one student makes up a large percentage of the overall group. Other numbers not included represent a lack of students for that particular subgroup. The second 9th grade math table is a duplicate. This is the only table for 9th grade math.